

# **The Study of Deeper Learning: Opportunities and Outcomes**

## **Student Survey Documentation**

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## Student Survey

Thank you for taking this important survey. We want your opinion about your school, teachers, classes, classmates, school work, and yourself. The only right answers to these questions are your honest opinions. It will take about 30 minutes to complete each section of the survey, for a total of 60 minutes.

This survey is voluntary. It is also confidential: we will not tell anyone, including your parents, principal, and teachers, what you said. If you do not want to answer a question, you may skip it, but we hope you will answer as many questions as you can.

As a thank you for completing this survey, we are offering you a \$20 gift card.

Your opinions are very important to us. We appreciate your participation in this survey!



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## Section A starts here.

1. First we would like to know about your classes this school year.

Have you taken or are you currently taking a class in each subject below?

	Yes	No
a. English	<input type="radio"/>	<input type="radio"/>
b. Math	<input type="radio"/>	<input type="radio"/>
c. Science	<input type="radio"/>	<input type="radio"/>
d. Social studies	<input type="radio"/>	<input type="radio"/>

2. Next, please think about your English, math, science, and social studies classes this school year.

For how many of these classes is each statement true?

	None of my classes.	One of my classes.	Two of my classes.	Three or more of my classes.
a. My teacher encourages me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My teacher lets me test or try out my ideas to see if they work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The work we do in class is good preparation for the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My teacher helps me learn to use different sources of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. It's clear what I need to do to get a good grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My teacher accepts nothing less than my full effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I learn a lot from feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My teacher doesn't let people give up when the work gets hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My teacher pushes me to become a better thinker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I know what my teacher wants me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My teacher asks me to think about how I learn best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My teacher makes us try to find the answers on our own before he or she answers our questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The class work helps me learn the course materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. My teacher gives us activities to do, other than just listening to him or her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Still think about your English, math, science, and social studies classes this school year.

For how many of these classes is each statement true?

	None of my classes.	One of my classes.	Two of my classes.	Three or more of my classes.
a. I give presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I work with other students on projects during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I use what I've learned to solve new and different problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I write for different purposes (for example, to explain or to persuade).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I work on assignments with my classmates outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I judge the value and reliability of an idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I work in groups of two to six students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I use technology and the Internet to write and get feedback on our writing (for example, on a message board or blog).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I need to work with others to do well in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I combine many ideas and pieces of information into something new and more complex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I share my opinions in a class discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I write what I want in a journal, diary, or blog at least once a week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I discuss how well other students present their ideas in presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I analyze an idea, experience, theory, or story by examining its various parts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I write for different audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. I give presentations with visual aids, such as pictures, videos, charts, or graphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. I lead a group or class discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. I use information from different types of sources, such as videos, pictures, graphs, charts, and presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. I give presentations for different types of people, such as other students, parents, or people outside of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. I write and revise a piece of writing through multiple drafts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Still think about your English, math, science, and social studies classes this school year.

To what extent do you agree or disagree with the following statements about those classes?

	Strongly disagree	Disagree	Agree	Strongly agree
a. The topics we are studying are interesting and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am usually bored by classes or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I usually look forward to classes or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Sometimes I get so interested in my work I don't want to stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I often count the minutes until class ends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I always prepare for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I ask questions when I don't understand the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I actively participate in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I am usually distracted by my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I cut class when I'm bored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. This school year, did you take or are you taking now any English classes?

- a. Yes
- b. No [*skip to question 7*]

6. Now just think about your English classes you've taken this school year.

In your English classes this school year, how often do you do the following?

	Never	Some of the time	Most of the time	All of the time
a. I discuss my point of view about something I've read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I discuss connections between what we are reading in class and real-life people or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I discuss how culture, time, or place affects an author's writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I explain how writers use tools like symbolism and metaphor to communicate meaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I improve a piece of writing as a class or with partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I debate the meaning of what we are reading in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. This school year, did you take or are you taking now any math classes?
- a. Yes
  - b. No [*skip to question 9*]

8. Now just think about your math classes you've taken this school year.  
In your math classes this year, how often do you do the following?

	Never	Some of the time	Most of the time	All of the time
a. I write a few sentences to explain how I solved a math problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I write a math problem for other students to solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I discuss possible solutions to problems with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I use math to solve real-world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I solve a problem with multiple steps that take more than 20 minutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. This school year, did you take or are you taking now any science classes?
- a. Yes
  - b. No [*skip to question 11*]

10. Now just think about your science classes you've taken this school year.  
In your science classes, how often do you do the following?

	Never	Some of the time	Most of the time	All of the time
a. I form hypotheses by asking questions and defining problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I create physical models representing scientific ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I plan and carry out experiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I interpret data and explain what the results mean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I use equations to help me analyze data or solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I use data to support a hypothesis or argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I am required to judge the value and quality of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Now think about when you work with a group. How often are the following statements true about you?

	Never or almost never true	Sometimes true	Usually true	Always or almost always true
a. <i>When I work with a group</i> , I make sure to be prepared and bring needed materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <i>When I work with a group</i> , I share my ideas with the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <i>When I work with a group</i> , I help my group figure out and fix any problems we face.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <i>When I work with a group</i> , I help keep my group focused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. <i>When I work with a group</i> , I pay attention when my teammates talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. <i>When I work with a group</i> , I learn from other people in my group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. <i>When I work with a group</i> , I tell the other members of my group when I think they are doing a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. <i>When I work with a group</i> , I finish my part of a group project on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. <i>When I work with a group</i> , I consider everyone's ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. <i>When I work with a group</i> , I remember to do my part of a group project without being reminded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



12. Now think about yourself and your beliefs.

How often are the following statements true about you?

	Never or almost never true	Sometimes true	Usually true	Always or almost always true
a. I am a hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am able to come up with new and different ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am an original thinker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I finish what I begin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I like to think of original solutions to problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I overcome setbacks to achieve important goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I achieve goals even if they take a long time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have a better imagination than my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I come up with new ways to do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I do a careful and thorough job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I try to learn from mistakes in my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I feel good about my ability to learn whatever I want or need to know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I set long-term goals for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I prefer class work that is challenging so I can learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I make a to-do list every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. I put off doing things that I don't like to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often are the following statements true about you?

	<b>Never or almost never true</b>	<b>Sometimes true</b>	<b>Usually true</b>	<b>Always or almost always true</b>
q. I get all the help I can to help me reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. I set goals for doing better in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. I believe it is important for me to learn what is being taught in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. I can find the information I need to learn on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. I can learn effectively on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. I feel like I am in charge of what I learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. I make schedules to help myself finish tasks on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. I think what I am learning in my classes is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. I finish my tasks on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. I think that what I am learning in my classes is useful for me to know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**This is the end of Section A.**

## Section B starts here.

13. In the first part of this survey, we asked you about your English, math, science, and social studies classes this school year. We'd like you to think again about the teachers of these classes.

For how many of these classes is each statement true?

	None of my classes.	One of my classes.	Two of my classes.	Three or more of my classes.
a. My teacher really listens to what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My teacher will discuss my grades with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My teacher notices when I am having trouble learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My teacher checks to make sure we understand what s/he is teaching us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My teacher thinks students understand even when they don't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My teacher gives me feedback on most of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My teacher will help me catch up if I am behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My teacher often asks me to revise my work after I get feedback from teachers or other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My teacher explains difficult things clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My teacher believes I can do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My teacher pays attention to all students, not just the top students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My teacher gives me specific suggestions about how I can improve my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. My teacher has several good ways to explain things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. My teacher will give me extra help on school work if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. My teacher will help me stay busy and interested if I get ahead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Still think about the teachers of your English, math, science, and social studies classes this year.

For how many of these classes is each statement true about the teachers of those classes?

	None of my classes.	One of my classes.	Two of my classes.	Three or more of my classes.
a. My teacher asks us to explain our thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My teacher gives tests about facts that we studied in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My teacher asks me to think about how I learn best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My teacher gives tests that require us to use different sources of information for our answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My teacher has conferences with just me (not with my parents) so I can talk about what I'm learning in class and how well I'm doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My teacher asks us to evaluate ourselves on our class work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My teacher lets me test or try out my ideas to see if they work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My teacher gives tests at the beginning of a unit to see how much we already know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My teacher helps me learn to use different sources of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My teacher evaluates us on how well we work in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My teacher asks us to put together a portfolio of many different examples of our school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My teacher gives us activities to do, other than just listening to him or her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. My teacher gives us points on a test or homework for how we solved a problem, not just whether we got the right answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Still think about your English, math, science, and social studies classes this school year.

For how many of these classes is each statement true?

	None of my classes.	One of my classes.	Two of my classes.	Three or more of my classes.
a. I interview or get information from family or community members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I can apply what I learn in class to my life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I sometimes receive feedback on my work from someone other than the teacher or other students, such as my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am encouraged to come up with new and different ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have to use my imagination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am challenged to create new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. We discuss how someone could use something we learned in school in a real job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I work with real-world examples in class work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I often feel my class has nothing to do with real life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I get useful feedback on my school work from other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I make observations or collect data outside of the classroom for assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I need to think of original solutions to problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I am able to pursue topics that interest me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I work on helping solve real-world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Still think about your English, math, science, and social studies classes this school year.

For how many of these classes is each statement true?

	None of my classes.	One of my classes.	Two of my classes.	Three or more of my classes.
o. We connect what we are learning to life outside the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. I find information for a project from sources outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. I am asked to come up with new ways to do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. I learn a lot from my teacher's feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Students review and discuss each other's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Students help each other learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Students ask questions and give feedback when others present their work to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Students review what they've learned with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Students speak about their work in front of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Still thinking about your English, math, science, and social studies classes this year, how often do you do the following?

	Never	Some of the time	Most of the time	All of the time
a. I work on a project that combines more than one subject (for example, science and literature).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I put together ideas or concepts from different subjects for assignments or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I attend a class that two teachers from different subjects teach together (for example, a math teacher and a science teacher).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I use ideas or concepts from one class to help solve a problem in another class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Now, we want you to think about your high school. To what extent do you agree or disagree with the following statements about your school?

	Strongly disagree	Disagree	Agree	Strongly agree
a. I am included in lots of activities at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. People at this school are friendly to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. People here notice when I'm good at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The teachers here respect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I feel like a real part of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other students in my school take my opinions seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. To what extent do you agree or disagree with the statements below?

<b>In my school this year, there is at least ONE teacher who:</b>	Strongly disagree	Disagree	Agree	Strongly agree
a. I can talk to if I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Would be willing to help me with a personal problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Really cares about how I am doing in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Knows who my friends are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I could ask to write me a recommendation for a job, program, or college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Now think about yourself and your beliefs.

How often are the following statements true about you?

	<b>Almost never true</b>	<b>Sometimes true</b>	<b>Usually true</b>	<b>Almost always true</b>
a. Even when things are tough, I can perform quite well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I believe I will be able to overcome challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Compared to most other people, I can do most tasks very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I know I can do many different things well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I know I can complete difficult tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I believe I will be able to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I believe I can do whatever I decide to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I believe that whether or not I get to be a leader depends mostly on my ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. When I make plans, I am almost certain to make them work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I believe that I can pretty much determine what will happen in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I believe that when I get what I want, it's usually because I worked hard for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I believe that my life is determined by my own actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Now we would like to know a little about your parents and your reasons for attending this high school.

20. How far in school did your mother go?

- Did not attend school.
- Less than a high-school diploma.
- High-school diploma or GED.
- Certifications for a job (such as cosmetology)
- Associate's degree (a two-year degree from a community or technical college).
- Bachelor's degree (a four-year degree from a college or university).
- Advanced degree (for example, a Master's degree, a medical doctor degree, a law degree, or a Ph.D.)
- I don't know.

21. How far in school did your father go?

- Did not attend school.
- Less than a high-school diploma.
- High-school diploma or GED.
- Certifications for a job (such as cosmetology)
- Associate's degree (a two-year degree from a community or technical college).
- Bachelor's degree (a four-year degree from a college or university).
- Advanced degree (for example, a Master's degree, a medical doctor degree, a law degree, or a Ph.D.)
- I don't know.

22. Why are you going to this high school? Please fill in the bubble for all of the reasons below that are reasons you are going to this school.

- This is the high school for my neighborhood.
- My friends go to this school.
- My family chose this school because they thought it would give me a good education.
- This school offers extracurricular activities/clubs that I'm interested in.
- This school offers an academic program that I am interested in.
- This school would best prepare me for college.
- My family and I did not get to choose which high school for me to attend.
- Other (please describe)

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23. What is the main or number one reason you are going to this high school? Fill in the bubble for only one.

- This is the high school for my neighborhood.
- My friends go to this school.
- My family chose this school because they thought it would give me a good education.
- This school offers extracurricular activities/clubs that I'm interested in.
- This school offers an academic program that I am interested in.
- This school would best prepare me for college.
- My family and I did not get to choose which high school for me to attend.
- Other (please describe)

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Now, think about your life after high school.

24. **In your lifetime**, which of the following degrees or certifications do you think you will complete?

	Yes, I will do this	No, I will not do this	I'm not sure
a. High-school diploma or GED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Certifications for a job, such as cosmetology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Associate's degree (usually a two-year degree)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Bachelor's degree (usually a four-year degree).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Advanced degree (e.g., M.S./M.A., Ph.D., M.D., law degree)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Do you have an idea of what you will do in your first year after high school?

- Yes, I have an idea (answer question 26 below).
- No, I have no idea (skip to question 27).

26. **In your first year after high school**, which of the following do you think you will do?

	Yes, I will do this	No, I will not do this	I'm not sure
a. Enroll in a two-year community college or technical institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Enroll in a four-year college or university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Join the military.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Get a job or internship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Start a family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. How helpful has your high school been in the following areas?

	Not helpful	Somewhat helpful	Helpful	Very helpful
a. Understanding the admissions requirements for different colleges and types of colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Evaluating your readiness for college-level coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developing the kinds of study skills you will need in college or vocational/technical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Finding ways to pay for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assessing your career interests and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing a college/career plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Providing information about occupations (e.g., salaries, working conditions, and the future outlook of various occupations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teaching job skills such as how to find job openings, write a resume, and interview for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Helping you find and decide which job, technical school, or college is right for you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Learning about or practicing for college entrance or placement exams (such as the ACT, SAT, AP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we want to know about some of the classes you have taken or plan to take in high school.

28. In which grade did you pass Algebra I?

- 7th grade or before
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- I have not passed Algebra I yet.

**PLEASE CONTINUE TO THE LAST PAGE OF THE SURVEY** 

29. While in high school, in which grades have you taken or do you plan to take each of the following subjects? If you did not take a subject, leave the row blank.

	9th grade	10th grade	11th grade	12th grade
a. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Visual arts, music, and/or performing arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. German	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Latin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Chinese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Japanese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Other language _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The last two questions are about you.

30. What grade are you in?

- 9th grade
- 10th grade
- 11th grade
- 12th grade

31. What is your sex?

- Female
- Male

**This is the end of the survey.**

**Thank you very much for sharing your opinions and experiences!**

## Constructs From the Student Survey

For the *Study of Deeper Learning: Opportunities and Outcomes*, American Institutes for Research (AIR) administered a student survey to measure students' opportunities for deeper learning, self-reported interpersonal and intrapersonal competencies, and students' perceptions of their school environment. As part of the student survey development process, we piloted the survey in five network schools in spring 2012. To test the reliability of survey constructs and the survey administration processes, we sampled 20-30 consented students from each of the high school grades (9 through 12) to take the student survey. A total of 284 students completed the pilot survey. We added, dropped, or reworded items based on findings from the pilot. We also performed exploratory factor analyses to make sure that survey scales were unidimensional.

As part of the full study, AIR administered student surveys in spring 2013, when respondents were expected to be in Grades 11 and 12. All students who participated in the survey had active or passive parental consent, with consent policies differing across the participating school districts. At most schools, members of the research team administered surveys.<sup>1</sup> All schools were given the option of administering an online survey; paper surveys were administered in 20 schools, and students took online surveys in four schools. Students received a \$20 gift card from either Amazon.com or Target for their participation in the student survey.

We used the Rasch rating scale model (Andrich, 1978; Wright & Masters, 1982), as implemented with WINSTEPS (Linacre, 2005) for the psychometric analysis of the surveys. The Rasch rating scale model defines a probabilistic relationship among the item difficulty, rating scale (response options) structure, and construct-level scores for the respondents. When data fit the Rasch model, the construct scores approximate interval scale estimates of the latent construct of interest. The resulting Rasch scale scores are in the logit metric and have both negative and positive values. The value of zero is anchored to the average difficulty of the items included in the scale. In general, a student with a positive score tended to respond favorably (i.e., choosing the highest or second highest response option) on average, and a student with a negative score tended to respond negatively (i.e., choosing the lowest or second lowest response option) on average. The sample on which we calculated Rasch scores for each scale was restricted to students with missing data for no more than half of the items within the scale. Fewer than 5 percent of students within each school had missing data on each of the scales, with the exception of one non-network school, in which a technological glitch during the online survey administration caused all items from the first half of the survey to be deleted.<sup>2</sup> For the scales that were affected by this technological glitch, we excluded the school pair from the main analyses.

Exhibit 1 presents descriptive statistics for each construct. In addition to the number of items in the construct and the number of students who responded to at least half of the items in the construct (and therefore have a scale score), we present the Rasch reliability (a measure of construct reliability), the

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<sup>1</sup> There was one school in which AIR staff were not present for survey administration due to scheduling issues. At this school, school staff oversaw the administration of the online survey. In addition, students in two schools who were not present for the first survey administration were asked to complete the online survey on their own time; AIR staff were not present when these students took the online survey.

<sup>2</sup> Responses to the first half of the survey were deleted when the respondent advanced to the second half of the survey. Although we corrected the computer issue and asked students to retake the survey, only a small number of students did so.

Cronbach's alpha (a measure of internal consistency), and the mean and standard deviation of the scale score (in the Rasch logit scale) within our sample. We also report the intra-class correlation (ICC), which is the ratio of between-school variance to total variance for a given construct, in Exhibit 1. Higher values mean more variation between schools, and lower values mean that more of the variation was among students within each school. We expected constructs designed to be more "school-centric" (e.g., assessments aligned with deeper learning) to have higher ICCs than constructs designed to be more "student-centric" (e.g., perseverance).

We organized constructs in Exhibit 1, into three broad areas of measurement: opportunities for deeper learning, interpersonal and intrapersonal competencies, and school features. Following Exhibit 1, we present the item sets and sources associated with each construct.

## Exhibit 1. Descriptive Statistics for Rasch-Scaled Student Survey Constructs

	Number of respondents	Number of items	Rasch reliability	Cronbach's alpha	Mean (in Rasch logit scale)	Standard Deviation (in Rasch logit scale)	ICC
<b>Opportunities for Deeper Learning</b>							
Opportunities for Complex Problem Solving (# of Classes—0 to 3+)	2,884	22	0.90	0.93	0.19	1.16	0.10
Opportunities for Creative Thinking (# of Classes—0 to 3+)	2,142	5	0.79	0.88	1.07	2.33	0.14
Opportunities to Communicate (# of Classes—0 to 3+)	2,870	12	0.83	0.90	0.63	1.52	0.12
Opportunities to Collaborate (# of Classes—0 to 3+)	2,960	9	0.69	0.93	1.07	1.49	0.15
Opportunities to Learn How to Learn (# of Classes—0 to 3+)	2,879	4	0.52	0.78	1.95	1.80	0.10
Opportunities to Receive Feedback (# of Classes—0 to 3+)	2,150	6	0.75	0.84	1.05	1.78	0.14
Opportunities for Assessments Aligned With Deeper Learning (# of Classes—0 to 3+)	2,144	9	0.77	0.86	0.87	1.54	0.18
Opportunities for Interdisciplinary Learning (Frequency Scale—Never to All the time)	2,136	4	0.78	0.82	-0.24	2.39	0.17
Opportunities for Real-World Connections (# of classes—0 to 3+)	2,145	9	0.84	0.89	0.66	1.78	0.12
<b>Interpersonal and Intrapersonal Competencies</b>							
Academic Engagement (Agreement Scale—Strongly disagree to Strongly agree)	2,876	10	0.74	0.77	0.80	1.17	0.13
Collaboration Skills (Degree of Truth Scale—Never or almost never true to Always or almost always true)	2,869	10	0.83	0.91	2.04	2.03	0.05



	<b>Number of respondents</b>	<b>Number of items</b>	<b>Rasch reliability</b>	<b>Cronbach's alpha</b>	<b>Mean (in Rasch logit scale)</b>	<b>Standard Deviation (in Rasch logit scale)</b>	<b>ICC</b>
Creative Thinking Skills (Degree of Truth Scale—Never or almost never true to Always or almost always true)	2,862	5	0.77	0.84	1.69	2.22	0.01
Perseverance (Degree of Truth Scale—Never or almost never true to Always or almost always true)	2,863	5	0.79	0.88	2.41	2.57	0.02
Locus of Control (Degree of Truth Scale—Never or almost never true to Always or almost always true)	2,137	5	0.73	0.83	2.11	2.20	0.01
Motivation to Learn (Degree of Truth Scale—Never or almost never true to Always or almost always true)	2,871	5	0.75	0.81	1.59	2.10	0.07
Self-Management (Degree of Truth Scale—Never or almost never true to Always or almost always true)	2,876	10	0.81	0.85	0.71	1.46	0.03
Self-Efficacy (Degree of Truth Scale—Never or almost never true to Always or almost always true)	2,137	7	0.84	0.91	2.47	2.63	0.01
<b>School Features</b>							
Academic Press and Clear Expectations (# of classes—0 to 3+)	2,879	10	0.67	0.92	2.48	1.77	0.07
Belonging (Agreement Scale—Strongly disagree to Strongly agree)	2,137	7	0.79	0.86	1.56	2.04	0.09
Personalized Supports and Instruction (Agreement Scale—Strongly disagree to Strongly agree)	2,150	15	0.82	0.92	1.74	1.67	0.11
Support for Postsecondary Life (Helpful Scale—Not helpful to Very helpful)	2,122	10	0.89	0.94	1.22	2.57	0.12

Note: ICC stands for intra-class correlation. All survey items used in the construct scales had a four-point response metric, coded from 0 to 3. A positive mean value on the Rasch logit scale indicates that a larger percentage of students responded to items with values of 2 or 3, and a negative mean value indicates that a larger percentage of students responded to items with values of 0 or 1.

## Detailed Description of Survey Constructs

### Opportunities for Deeper Learning

#### Opportunities for Complex Problem Solving

Still think about your English math, science, and social studies classes this school year. For how many of these classes is each statement true? [*number of classes—none, one, two, three or more*]

##### Items

3c. I use what I've learned to solve new and different problems.

3f. I judge the value and reliability of an idea.

3j. I combine many ideas and pieces of information into something new and more complex.

3n. I analyze an idea, experience, theory, or story by examining its various parts.

Source: adapted from the National Survey of Student Engagement [NSSE] ([http://nsse.indiana.edu/pdf/US\\_paper\\_10.pdf](http://nsse.indiana.edu/pdf/US_paper_10.pdf))

Now just think about your English classes you've taken this school year. In your English classes this school year, how often do you do the following? [*frequency scale—never, some, most, all of the time*]

##### Items

6a. I discuss my point of view about something I've read.

6b. I discuss connections between what we are reading in class and real-life people or situations.

6c. I discuss how culture, time, or place affects an author's writing.

6d. I explain how writers use tools like symbolism and metaphor to communicate meaning.

6e. I improve a piece of writing as a class or with partners.

6f. I debate the meaning of what we are reading in class.

Source: the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools: 9th and 10th Grade Student Edition, Spring 2007 ([http://consortium.uchicago.edu/downloads/26482007\\_9th\\_10th\\_student\\_codebook.pdf](http://consortium.uchicago.edu/downloads/26482007_9th_10th_student_codebook.pdf))

Now just think about your math classes you've taken this school year. In your math classes this year, how often do you do the following? [*frequency scale—never, some, most, all of the time*]

##### Items

8a. I write a few sentences to explain how I solved a math problem.

8b. I write a math problem for other students to solve.

8c. I discuss possible solutions to problems with other students.

8d. I use math to solve real-world problems.

8e. I solve a problem with multiple steps that take more than 20 minutes.

Source: adapted from the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools: 9th and 10th Grade Student Edition, Spring 2007 ([http://consortium.uchicago.edu/downloads/26482007\\_9th\\_10th\\_student\\_codebook.pdf](http://consortium.uchicago.edu/downloads/26482007_9th_10th_student_codebook.pdf))

Now just think about your science classes you've taken this school year. In your science classes, how often do you do the following? [*frequency scale—never, some, most, all of the time*]

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### Items

- 10a. I form hypotheses by asking questions and defining problems.
- 10b. I create physical models representing scientific ideas.
- 10c. I plan and carry out experiments.
- 10d. I interpret data and explain what the results mean.
- 10e. I use equations to help me analyze data or solve a problem.
- 10f. I use data to support a hypothesis or argument.
- 10g. I am required to judge the value and quality of information.

Source: original

## Opportunities for Creative Thinking

Still think about your English, math, science, and social studies classes this school year. For how many of these classes is each statement true? [*number of classes—none, one, two, three or more*]

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### Items

- 15d. I am encouraged to come up with new and different ideas.
- 15e. I have to use my imagination.
- 15f. I am challenged to create new ideas.
- 15l. I need to think of original solutions to problems.
- 15q. I am asked to come up with new ways to do things.

Source: original

## Opportunities to Communicate

Still think about your English, math, science, and social studies classes this school year. For how many of these classes is each statement true? [*number of classes—none, one, two, three or more*]

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### Items

- 3a. I give presentations.
- 3d. I write for different purposes (for example, to explain or to persuade).
- 3h. I use technology and the Internet to write and get feedback on our writing (for example, on a message board or blog).
- 3k. I share my opinions in a class discussion.
- 3l. I write what I want in a journal, diary, or blog at least once a week.
- 3m. I discuss how well other students present their ideas in presentations.
- 3o. I write for different audiences.
- 3p. I give presentations with visual aids, such as pictures, videos, charts or graphs.
- 3q. I lead a group or class discussion.
- 3r. I use information from different types of sources, such as videos, pictures, graphs, charts, and presentations.

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**Items**

3s. I give presentations for different types of people, such as other students, parents, or people outside of school.

3t. I write and revise a piece of writing through multiple drafts.

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Source: original, based on the Common Core State Standards

## Opportunities to Collaborate

Still think about your English, math, science, and social studies classes this school year. For how many of these classes is each statement true? [number of classes—none, one, two, three or more]

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Items	Sources
3b. I work with other students on projects during class.	NSSE
3e. I work on assignments with my classmates outside of class.	NSSE
3g. I work in groups of two to six students.	NYC
3i. I need to work with others to do well in class.	Original
15s. Students review and discuss each other's work.	MDRC
15t. Students help each other learn.	MDRC
15u. Students ask questions and give feedback when others present their work to the class.	MDRC
15v. Students review what they've learned with one another.	MDRC
15w. Students speak about their work in front of the class.	MDRC

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Sources: NSSE: adapted from the National Survey of Student Engagement [NSSE] ([http://nsse.indiana.edu/pdf/US\\_paper\\_10.pdf](http://nsse.indiana.edu/pdf/US_paper_10.pdf)); NYC: the NYC School Survey: 2011 Student Survey form (<http://schools.nyc.gov/Accountability/tools/survey/2011surveysamples>); MDRC: MDRC's evaluation of the First Things First school reform initiative ([http://www.mdrc.org/sites/default/files/full\\_519.pdf](http://www.mdrc.org/sites/default/files/full_519.pdf)); one original item

## Opportunities to Learn How to Learn

Next, please think about your English, math, science, and social studies classes this school year. For how many of these classes is each statement true? [number of classes—none, one, two, three or more]

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Items	Sources
2b. My teacher lets me test or try out my ideas to see if they work.	MET
2d. My teacher helps me learn to use different sources of information.	Original
2k. My teacher asks me to think about how I learn best.	Original
2n. My teacher gives us activities to do, other than just listening to him or her.	MET

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Sources: MET: adapted from the Measures of Effective Teaching [MET] 2009–2011 Student Perceptions Survey—Year 1 Secondary Students Questionnaire (<http://www.icpsr.umich.edu/icpsrweb/METLDB/studies/34345>); two original items

## Opportunities to Receive Feedback

In the first part of this survey, we asked about your English, math, science, and social studies classes this school year. We'd like you to think again about the teachers of these classes. For how many of these classes is each statement true? [number of classes—none, one, two, three or more]

Items	Sources
13f. My teacher gives me feedback on most of my work.	Original
13h. My teacher often asks me to revise my work after I get feedback from teachers or other students.	Original
13l. My teacher gives me specific suggestions about how I can improve my work.	CCSR

Sources: CCSR: adapted from the Consortium on Chicago School Research [CCSR] 2011 My Voice My School Student Survey (<https://consortium.uchicago.edu/sites/default/files/uploads/survey/2-11%20Student%20Survey%20Codebook.pdf>); two original items

Still think about your English, math, science, and social studies classes this school year. For how many of these classes is each statement true? [number of classes—none, one, two, three or more]

Items
15c. I sometimes receive feedback on my work from someone other than the teacher or other students, such as my parents.
15j. I get useful feedback on my school work from other students.
15r. I learn a lot from my teacher's feedback on my work.

Source: original

## Opportunities for Assessments Aligned With Deeper Learning

Still think about the teachers of your English, math, science, and social studies classes this year. For how many of these classes is each statement true about the teachers of those classes? [number of classes—none, one, two, three or more]

Items
14a. My teacher asks us to explain our thinking.
14b. My teacher gives tests about facts that we studied in class.
14d. My teacher gives tests that require us to use different sources of information for our answers.
14e. My teacher has conferences with just me (not with my parents) so I can talk about what I'm learning in class and how well I'm doing.
14f. My teacher asks us to evaluate ourselves on our class work.
14h. My teacher gives tests at the beginning of a unit to see how much we already know.
14j. My teacher evaluates us on how well we work in groups.
14k. My teacher asks us to put together a portfolio of many different examples of our school work.
14m. My teacher gives us points on a test or homework for how we solved a problem, not just whether we got the right answer.

Source: original

## Opportunities for Interdisciplinary Learning

Still thinking about your English, math, science, and social studies classes this year, how often do you do the following? [*frequency scale—never, some, most, all of the time*]

Items	Source
16a. I work on a project that combines more than one subject (for example, science and literature).	Original
16b. I put together ideas or concepts from different subjects for assignments or discussions.	NSSE
16c. I attend a class that two teachers from different subjects teach together (for example, a math teacher and a science teacher).	BIE
16d. I use ideas or concepts from one class to help solve a problem in another class.	Original

Sources: NSSE: adapted from the National Survey of Student Engagement [NSSE] ([http://nsse.indiana.edu/pdf/US\\_paper\\_10.pdf](http://nsse.indiana.edu/pdf/US_paper_10.pdf)); BIE: adapted from the Buck Institute for Education [BIE] National Survey of High School Reform and Project Based Learning ([https://www.academia.edu/5368265/National\\_Survey\\_of\\_PBL\\_and\\_High\\_School\\_Reform\\_-\\_Instrument](https://www.academia.edu/5368265/National_Survey_of_PBL_and_High_School_Reform_-_Instrument)); two original items

## Opportunities for Real-World Connections

Still think about your English, math, science, and social studies classes this school year. For how many of these classes is each statement true? [*number of classes—none, one, two, three or more*]

Items	Source
15a. I interview or get information from family or community members.	BIE
15b. I can apply what I learn in class to my life outside of school.	DELES
15g. We discuss how someone could use something we learned in school in a real job.	CSEQ
15h. I work with real-world examples in class work.	Original
15k. I make observations or collect data outside of the classroom for assignments.	BIE
15m. I am able to pursue topics that interest me.	DELES
15n. I work on helping solve real-world problems.	CCSR
15o. We connect what we are learning to life outside the classroom.	CCSR
15p. I find information for a project from sources outside of school.	Original

Sources: BIE: adapted from the Buck Institute for Education [BIE] National Survey of High School Reform and Project Based Learning ([https://www.academia.edu/5368265/National\\_Survey\\_of\\_PBL\\_and\\_High\\_School\\_Reform\\_-\\_Instrument](https://www.academia.edu/5368265/National_Survey_of_PBL_and_High_School_Reform_-_Instrument)); DELES: Distance Education Learning Environment Survey [DELES] (<http://tcet.unt.edu/insight/ilib/deles/actual/>); CSEQ: adapted from the College Student Experiences Questionnaire [CSEQ] ([http://cseq.indiana.edu/pdf/cseq\\_whole.pdf](http://cseq.indiana.edu/pdf/cseq_whole.pdf)); CCSR: the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools: 9th and 10th Grade Student Edition, Spring 2007 ([http://consortium.uchicago.edu/downloads/26482007\\_9th\\_10th\\_student\\_codebook.pdf](http://consortium.uchicago.edu/downloads/26482007_9th_10th_student_codebook.pdf)); two original items

## Interpersonal and Intrapersonal Competencies

### Academic Engagement

Still think about your English, math, science, and social studies classes this school year. To what extent do you agree or disagree with the following statements? [*agreement scale—strongly disagree, disagree, agree, strongly agree*]

Items	Sources
4a. The topics we are studying are interesting and challenging.	CCSR
4b. I am usually bored by classes or activities.	CCSR
4c. I usually look forward to classes or activities.	CCSR
4d. Sometimes I get so interested in my work I don't want to stop.	CCSR
4e. I often count the minutes until class ends.	CCSR
4f. I always prepare for class.	AES
4g. I ask questions when I don't understand the lesson.	AES
4h. I actively participate in group activities.	AES
4i. I am usually distracted by my classmates.	AES
4j. I cut class when I'm bored.	AES

Sources: CCSR: *the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools: 9th and 10th Grade Student Edition, Spring 2007* ([http://consortium.uchicago.edu/downloads/26482007\\_9th\\_10th\\_student\\_codebook.pdf](http://consortium.uchicago.edu/downloads/26482007_9th_10th_student_codebook.pdf)); AES: adapted from the *Academic Engagement Scale [AES]* ([https://web.archive.org/web/20120313012126/http://pemea.club.officelive.com/Documents/V2\\_AH.pdf](https://web.archive.org/web/20120313012126/http://pemea.club.officelive.com/Documents/V2_AH.pdf))

### Collaboration Skills

Now think about when you work with a group. How often are the following statements true about you? [*degree of truth—never or almost never, sometimes, usually, always or almost always true*] When I work with a group:

Items	Sources
11a. I make sure to be prepared and bring needed materials.	Original
11b. I share my ideas with the group.	Original
11c. I help my group figure out and fix any problems we face.	Original
11d. I help keep my group focused.	Original
11e. I pay attention when my teammates talk.	Original
11f. I learn from other people in my group.	Original
11g. I tell the other members of my group when I think they are doing a good job.	CRESST
11h. I finish my part of a group project on time.	Original
11i. I consider everyone's ideas.	Original
11j. I remember to do my part of a group project without being reminded.	Original

Sources: CRESST: *the National Center for Research on Evaluation, Standards, and Student Testing [CRESST]—Personal Interaction Scale* (Huang et al., 2010); nine original items

## Creative Thinking

Now think about yourself and your beliefs. How often are the following statements true about you?  
[degree of truth—never or almost never, sometimes, usually, always or almost always true]

### Items

12b. I am able to come up with new and different ideas.

12c. I am an original thinker.

12e. I like to think of original solutions to problems.

12h. I have a better imagination than my friends.

12i. I come up with new ways to do things.

Source: original

## Perseverance

Now think about yourself and your beliefs. How often are the following statements true about you?  
[degree of truth—never or almost never, sometimes, usually, always or almost always true]

### Items

12a. I am a hard worker.

12d. I finish what I begin.

12f. I overcome setbacks to achieve important goals.

12g. I achieve goals even if they take a long time.

12j. I do a careful and thorough job.

Source: adapted from the Perseverance of Effort scale (Duckworth & Quinn, 2009)

## Locus of Control

Now think about yourself and your beliefs. How often are the following statements true about you?  
[degree of truth—never or almost never, sometimes, usually, always or almost always true]

### Items

19h. I believe that whether or not I get to be a leader depends mostly on my ability.

19i. When I make plans, I am almost certain to make them work.

19j. I believe that I can pretty much determine what will happen in my life.

19k. I believe that when I get what I want, it's usually because I worked hard for it.

19l. I believe that my life is determined by my own actions.

Source: Locus of Control construct (Levenson, 1981)



## Motivation to Learn

Now think about yourself and your beliefs. How often are the following statements true about you?  
*[degree of truth—never or almost never, sometimes, usually, always or almost always true]*

Items
12k. I try to learn from mistakes in my schoolwork.
12n. I prefer class work that is challenging so I can learn new things.
12s. I believe It is important for me to learn what is being taught in my classes.
12x. I think what I am learning in my classes is interesting.
12z. I think that what I am learning in my classes is useful for me to know.

Source: adapted from the Motivated Strategies for Learning Questionnaire [MSLQ]  
<http://www.indiana.edu/~p540alex/MSLQ.pdf>

## Self-Management

Now think about yourself and your beliefs. How often are the following statements true about you?  
*[degree of truth—never or almost never, sometimes, usually, always or almost always true]*

Items	Sources
12l. I feel good about my ability to learn whatever I want or need to know.	SCS
12m. I set long-term goals for myself.	XS
12o. I make a to-do list every day.	XS
12q. I get all the help I can to help me reach my goals.	XS
12r. I set goals for doing better in school.	CEEA
12t. I can find the information I need to learn on my own.	CSEQ
12u. I can learn effectively on my own.	NSSE
12v. I feel like I am in charge of what I learn.	SCS
12w. I make schedules to help myself finish tasks on time.	XS
12y. I finish my tasks on time.	XS

Sources: SCS: adapted from the Learning Point School Climate Surveys [SCS]: High School Student Survey  
<http://goal.learningpt.org/winss/scs/sampques.asp?survey=HS>; XS: Self-Management Scale (Xue & Sun, 2011); CEEA:  
 adapted from the Student Culture of Excellence and Ethics Assessment Survey [CEEA] of High and Middle Schools  
[http://www.excellenceandethics.com/assess/CEEA\\_v4.5\\_matrix.pdf](http://www.excellenceandethics.com/assess/CEEA_v4.5_matrix.pdf); CSEQ: adapted from the College Student Experiences  
 Questionnaire [CSEQ] ([http://cseq.indiana.edu/pdf/cseq\\_whole.pdf](http://cseq.indiana.edu/pdf/cseq_whole.pdf)); NSSE: adapted from the National Survey of Student  
 Engagement [NSSE] ([http://nsse.indiana.edu/pdf/US\\_paper\\_10.pdf](http://nsse.indiana.edu/pdf/US_paper_10.pdf))

## Self-Efficacy

Now think about yourself and your beliefs. How often are the following statements true about you? [degree of truth—never or almost never, sometimes, usually, always or almost always true]

### Items

- 19a. Even when things are tough, I can perform quite well
- 19b. I believe I will be able to overcome challenges.
- 19c. Compared to most other people, I can do most tasks very well.
- 19d. I know I can do many different things well.
- 19e. I know I can complete difficult tasks.
- 19f. I believe I will be able to reach my goals.
- 19g. I believe I can do whatever I decide to do.

Source: adapted from the New General Self-Efficacy Scale (Chen, Gully, & Eden, 2001)

## School Features

### Academic Press and Clear Expectations

Next, please think about your English, math, science, and social studies classes this school year. For how many of these classes is each statement below true? [number of classes—none, one, two, three or more]

Items	Sources
2a. My teacher encourages me to do my best.	MET
2c. The work we do in class is good preparation for the test.	CCSR
2e. It's clear what I need to do to get a good grade.	CCSR
2f. My teacher accepts nothing less than my full effort.	MET
2g. I learn a lot from feedback on my work.	CCSR
2h. My teacher doesn't let people give up when the work gets hard.	MET
2i. My teacher pushes me to become a better thinker.	MET
2j. I know what my teacher wants me to learn.	CCSR
2l. My teacher makes us try to find the answers on our own before he or she answers our questions.	MET
2m. The class work helps me learn the course materials.	CCSR

Sources: MET: adapted from Measures of Effective Teaching [MET] 2009–2011 Student Perceptions Survey—Year 1 Secondary Students Questionnaire (<http://www.icpsr.umich.edu/icpsrweb/METLDB/studies/34345>); CCSR: adapted from the Consortium on Chicago School Research [CCSR] 2011 My Voice My School Student Survey (<https://consortium.uchicago.edu/sites/default/files/uploads/survey/2-11%20Student%20Survey%20Codebook.pdf>)

## Belonging

Now, we want you to think about your high school. To what extent do you agree or disagree with the following statements about your school? [*agreement scale—strongly disagree, disagree, agree, strongly agree*]

### Items

- 17a. I am included in lots of activities at my school.
- 17b. People at this school are friendly to me.
- 17c. People here notice when I'm good at something.
- 17d. The teachers here respect me.
- 17e. I feel like a real part of my school.
- 17f. Other students in my school take my opinions seriously.
- 18a. In my school this year, there is at least one teacher who I can talk to if I have a problem.

Source: adapted from the Consortium on Chicago School Research [CCSR] 2011 My Voice My School Student Survey (<https://consortium.uchicago.edu/sites/default/files/uploads/survey/2-11%20Student%20Survey%20Codebook.pdf>)

## Personalized Supports and Instruction

In the first part of this survey, we asked you about your English, math, science, and social studies classes this school year. We'd like you to think again about the teachers of these classes. For how many of these classes is each statement true? [*number of classes—none, one, two, three or more*]

Items	Sources
13a. My teacher really listens to what I have to say.	CCSR
13b. My teacher will discuss my grades with me.	NSSE
13c. My teacher notices when I am having trouble learning something.	CCSR
13d. My teacher checks to make sure we understand what s/he is teaching us.	MET
13g. My teacher will help me catch up if I am behind.	CCSR
13i. My teacher explains difficult things clearly.	MET
13j. My teacher believes I can do well in school.	CCSR
13k. My teacher pays attention to all students, not just the top students.	CCSR
13m. My teacher has several good ways to explain things.	MET
13n. My teacher will give me extra help on schoolwork if I need it.	CCSR
13o. My teacher will help me stay busy and interested if I get ahead.	Original

Sources: CCSR: the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools: 9th and 10th Grade Student Edition, Spring 2007 ([http://consortium.uchicago.edu/downloads/26482007\\_9th\\_10th\\_student\\_codebook.pdf](http://consortium.uchicago.edu/downloads/26482007_9th_10th_student_codebook.pdf)); NSSE: adapted from the National Survey of Student Engagement [NSSE] ([http://nsse.indiana.edu/pdf/US\\_paper\\_10.pdf](http://nsse.indiana.edu/pdf/US_paper_10.pdf)); MET: adapted from Measures of Effective Teaching [MET] 2009–2011 Student Perceptions Survey—Year 1 Secondary Students Questionnaire (<http://www.icpsr.umich.edu/icpsrweb/METLDB/studies/34345>); one original item

To what extent do you agree or disagree with the statements below? [*agreement scale—strongly disagree, disagree, agree, strongly agree*] In my school this year, there is at least ONE teacher who:

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### Items

18b. Would be willing to help me with a personal problem.

18c. Really cares about how I am doing in school.

18d. Knows who my friends are.

18e. I could ask to write me a recommendation for a job, program, or college.

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Source: the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools: 9th and 10th Grade Student Edition, Spring 2007 ([http://consortium.uchicago.edu/downloads/26482007\\_9th\\_10th\\_student\\_codebook.pdf](http://consortium.uchicago.edu/downloads/26482007_9th_10th_student_codebook.pdf))

## Support for Postsecondary Life

Please tell us how helpful your high school has been in the following areas. [*helpful scale—not helpful, somewhat helpful, helpful, very helpful*]

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### Items

27a. Understanding the admissions requirements for different colleges and types of colleges.

27b. Evaluating your readiness for college-level coursework.

27c. Developing the kinds of study skills you will need in college or vocational/technical school.

27d. Finding ways to pay for college.

27e. Assessing your career interests and abilities.

27f. Developing a college/career plan.

27g. Providing information about occupations (e.g., salaries, working conditions, and future outlook of various occupations).

27h. Teaching job skills such as how to find job openings, write a resume, and interview for a job.

27i. Helping you find and decide which job, technical school, or college is right for you.

27j. Learning about or practicing for college entrance or placement exams (such as the ACT, SAT, AP).

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Source: adapted from the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools: 12th Grade Student Edition, Spring 2007 ([http://consortium.uchicago.edu/downloads/16652007\\_12th\\_student\\_codebook.pdf](http://consortium.uchicago.edu/downloads/16652007_12th_student_codebook.pdf))

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